

FILE C

Social Studies:

Item Information and Scoring Guide Reference

Sheet and Quantities of Items by Type C-2

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**Items with Keys, Learning Results, Scoring Guides,
Training Notes, and Student Responses C-5**

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Social Studies:

**Item Information and Scoring Guide Reference Sheet,
and Quantities of Items by Type**

Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) items are scored. These pages contain the text for each item accompanied by the following information.

- **MC#:** the multiple-choice item position
- **Key:** the letter of the correct answer for the multiple-choice item
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **SA#:** the short-answer item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Short-Answer Scoring Guide:** the two-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score
- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

MAINE 2001–2002

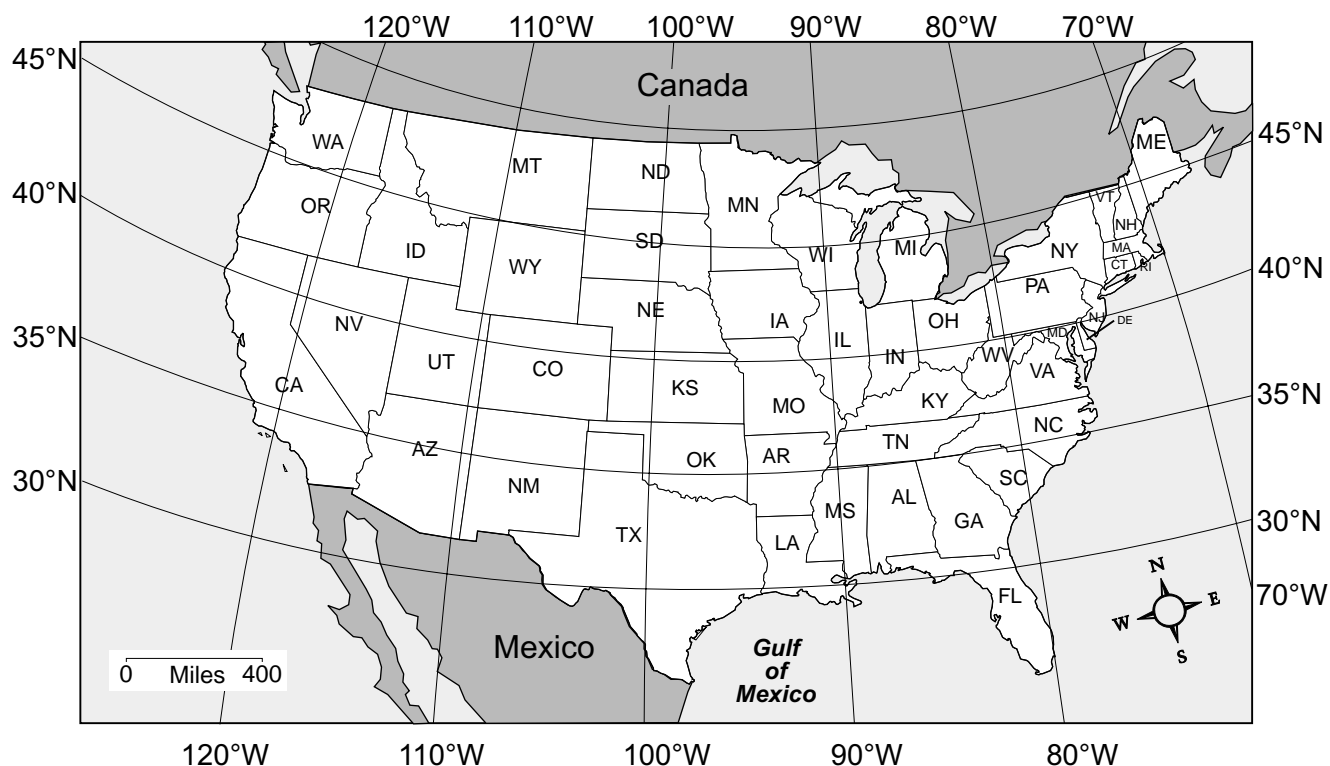
Social Studies Grade 4

The table below shows the quantities of released items for each item type. Item information for all item types and scoring information (guides and training notes) for all short-answer and constructed-response items follow.

QUANTITIES OF ITEMS BY TYPE

MC	SA	CR
20	5	5

**Items with Keys, Learning Results, Scoring Guides,
Training Notes, and Student Responses**



1. Which state is located where 40°N latitude and 90°W longitude meet?
 - A. Wisconsin
 - B. Mississippi
 - C. Illinois
 - D. Tennessee

MC#: 1

Key: C

Learning Results: Geography A-1

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
 - 1 construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.

2. Washington, D.C., is the capital of the United States. What is the state capital of Maine?
- A. Caribou
 - B. Portland
 - C. Bangor
 - D. Augusta

MC#: 2

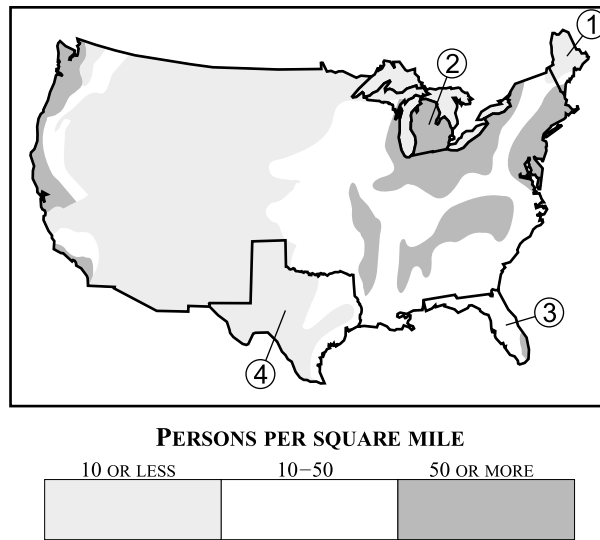
Key: D

Learning Results: Civics and Government B-2

Purpose and Types of Government

- B Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to
- 2 describe the basic structure of local and state governments.

UNITED STATES OF AMERICA
POPULATION DENSITY (2000)



3. Which state has the highest population density (most people per square mile)?
- A. state 1, Maine
 - B. state 2, Michigan
 - C. state 3, Florida
 - D. state 4, Texas

MC#: 3

Key: B

Learning Results: Geography B-3

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment. Students will be able to
- 3 use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.

4. The United States Constitution gives all citizens the right to
- A. set their own wages.
 - B. take other people's property.
 - C. go to any church.
 - D. form a new state.

MC#: 4

Key: C

Learning Results: Civics and Government A-1

Rights, Responsibilities, and Participation

- A Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to
- 1 identify important individual rights (e.g., freedom of religion, speech, ownership of property).

5. Hannibal Hamlin, Margaret Chase Smith, and Edmund Muskie are natives of Maine who became important
- A. politicians.
 - B. writers.
 - C. explorers.
 - D. artists.

MC#: 5

Key: A

Learning Results: History B-2

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 2 demonstrate an awareness of major events and people in United States and Maine history:
- Who lives here? and how did they get here? (immigrants, demographics, ethnic and religious groups)
 - Important people in United States and Maine history.
 - Different kinds of communities in Maine, the United States, and selected world regions.

6. Our state government is divided into branches. The governor is the leader of the
- A. judicial branch.
 - B. executive branch.
 - C. international branch.
 - D. legislative branch.

MC#: 6

Key: B

Learning Results: Civics and Government B-2

Purpose and Types of Government

B Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to

2 describe the basic structure of local and state governments.

7. On Veterans Day, Americans remember and celebrate the nation's
- A. soldiers.
 - B. presidents.
 - C. parks.
 - D. workers.


MC#: 7

Key: A

Learning Results: History B-1

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 1 make connections between and among events in their personal lives and those occurring in the community.



8. Which location has a climate with both very hot and very wet weather?

- A. location 1
- B. location 2
- C. location 3
- D. location 4

MC#: 8

Key: C

Learning Results: Geography B-2

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment. Students will be able to
- 2 explain ways in which communities reflect the backgrounds of their inhabitants.

9. There are different levels of government in the United States. Which level makes the decisions for the entire country?
- A. the national government
 - B. the state government
 - C. the county government
 - D. the city government

MC#: 9

Key: A

Learning Results: Civics and Government A-3

Rights, Responsibilities, and Participation

- A Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to
- 3 identify the functions of government at school, locally, and at the state level.

10. Some jobs are found only in certain geographic regions. In which region would a lumberjack LEAST LIKELY be found?
- A. plains region
 - B. coastal region
 - C. mountain region
 - D. desert region

MC#: 10

Key: D

Learning Results: Geography B-2

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment. Students will be able to
- 2 explain ways in which communities reflect the backgrounds of their inhabitants.

11. In a democracy, each citizen's most important responsibility is to
- A. vote in elections.
 - B. get a driver's license.
 - C. have a bank account.
 - D. live in a house or an apartment.

MC#: 11

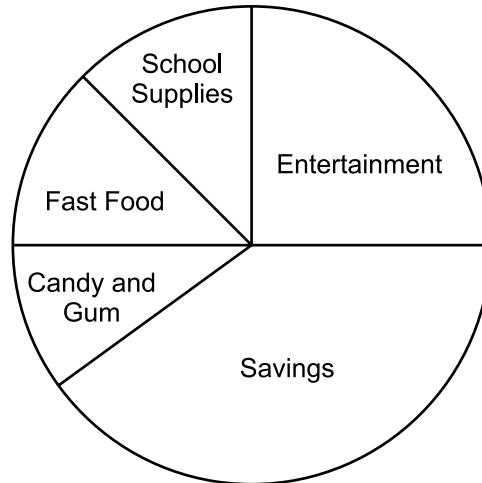
Key: A

Learning Results: Civics and Government A-2

Rights, Responsibilities, and Participation

- A Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to
- 2 explain why certain responsibilities of democratic society are important.

Sarah's Allowance for Six Months



12. This pie graph shows how Sarah has used her allowance in the last six months. Name the TWO areas where Sarah used most of her allowance.

SA#: 12

Learning Results: Economics A-2

Personal and Consumer Economics

- A Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to
- 2 identify a situation in which a personal decision is made about the use of scarce resources (e.g., deciding to use allowance to go to the movies instead of buying a gift for a family member).

SHORT-ANSWER SCORING GUIDE

Score	Description
2	The student correctly answers savings and entertainment.
1	The student correctly answers savings or entertainment.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Short-Answer #12

Response of three or more areas should be scored a 0, even if it contains the correct responses.

12.

2

She used it in her
Savings and in
her Entertainment.

12.

2

Entertainment,
Savings

12.

1

Spent most money
on Fast Food and
Entertainment

12.

1

She earned more from
Savings.



13. The person in the picture was the 41st president of the United States and has a home in Maine. Write his name in the box provided in your Student Response Booklet.

SA#: 13

Learning Results: History B-2

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 2 demonstrate an awareness of major events and people in United States and Maine history:
- Who lives here? and how did they get here? (immigrants, demographics, ethnic and religious groups)
 - Important people in United States and Maine history.
 - Different kinds of communities in Maine, the United States, and selected world regions.

SHORT-ANSWER SCORING GUIDE

Score	Description
2	The student correctly names George Bush or Bush.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Note: A score point of one was not possible for this item.

Student Responses for Short-Answer #13 for Score Point 2

13. 2

I think it is
George Bush.

13. 2

His name is president
Bush

Saturday was cooking and baking day. All the bread that had been set to rise Friday night was kneaded into loaves for the week and baked. Stacks and stacks of the golden brown loaves were set out to cool on a table by the window. Then we wrapped them and packed them in the big wooden bin. We baked pans of ginger cookies and pies from dried apples and peaches because there was no fresh fruit on the prairie . . .

14. Living on the prairie years ago was hard. Today we have many new inventions and products that make life easier.
 - a. Describe an invention or product that would have made life easier on the prairie.
 - b. Describe how the invention or product would have helped make life easier.

CR#: 14

Learning Results: History C-1

Historical Inquiry, Analysis, and Interpretation

- C Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events. Students will be able to
 - 1 identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific historic era.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	The student describes an appropriate invention or product (not necessarily a kitchen device) and clearly and specifically explains how it would have made life easier on the prairie.
3	The student describes an appropriate invention or product and offers a general explanation of how it would have made life easier on the prairie.
2	The student names an appropriate invention or product and offers a limited explanation. OR The student names an invention and describes it in detail but offers no explanation of how it would have made life easier.
1	The student names an appropriate invention or product but offers no or very minimal explanation.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #14

Inventions (partial listing):

oven (microwave, convection, etc.)

gas or electric range

refrigerator

freezer

iron

washer

dryer

blender

Products (partial listing):

prepared mixes

processed milk

14a. One product that we have today 4 that would have made life easier on the Prairie Years ago is an electrical oven. Back years ago when you cooked you would have to keep putting wood and other things into the oven. You could not time your food for cooking so you had to keep checking on your food so it wouldn't burn.

b. An electric oven would help a long time ago because you would not have to keep gathering sticks to feed to the fire. Another reason electric ovens would be helpful years ago is by making it so that you could time your cooking and you would not have to keep checking on your food so it would not burn up.

14a.

4

One invention product that would of helped people on the prarie to have help would be bread-making machines. because they would do all of the bread-making steps easy. It would need the bread and make the dough and things like that. It would also save a whole day of very hard work.

b.

A bread-making-machine would help make life easier because it would save alot of time all you would have to do would be to collect the wheat and then press a button and it would do it - make automaticly for them. You would also save alot of hassel kneeding about ten blobs of dough.

14a.

3

One invention that would have made life easier is the bread machine. It makes the dough rise and bake automatically.

b.

If people on the prairie had bread-makers, they wouldn't have had to work so hard to make the bread. It would have saved them a lot of time.

14a.

3

A fan would have made life easier on the prairie. A fan is a motor with blades attached to it that go around in circles when you turn it on. It makes air blow.

b.

A fan would make life easier because it would cool down the kitchen while you cook.

14a.

2

They should of had a bread making machine.

b. It would of made life easier because you just put some stuff in a machine and then it will do everything else for you.

14a.

2

The invention I think that would make it better is a tractor. Becaus they

b. Because the tractor cuts grass, rakes it, tedders it, hays it. Back then they had to use a long stick with a pointey end.

14a.

1

Make a trackter

b.

it has made it alot
eaysyer.

14a.

1

An air condtioner.

b.

It would cool you down.

15. Your fourth-grade class is organizing a fair about Maine people and their cultures. You have learned that a group's culture includes its language, art, music, dance, foods, dress, and special beliefs. For the fair, you are going to make a display about ONE group and its culture.
- Name the group of people you will make your display about.
 - Describe TWO things about your group's culture that you will include in your display.
 - Choose ONE of the things from part b. Explain what it shows about your group's culture.

CR#: 15

Learning Results: Geography B-3

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment. Students will be able to
- 3 use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Student names a cultural group from Maine and describes at least two display items that reflect the culture of the group chosen. Student chooses one of the display items from part b and explains what it shows about the group's culture. Response clearly makes the connection between the item and the culture.
3	Student names a cultural group from Maine and describes at least two display items that reflect the culture of the group chosen. Student chooses one of the display items from part b and gives a very general explanation of what the item shows about the group's culture.
2	The student names a cultural group from Maine. One or more appropriate display items are named. The explanation of the item and the culture is inaccurate, very limited, or missing.
1	The student names an appropriate cultural group from Maine.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

15a.

4

I would pick Hannichor Passover because my dad is jewish. So my group would be jews

b.

I would put a dradle or present for Hannichor Passover I'd put a bowl of salt water and I'd put presle.

c.

The salt water and presle go together and you dip the presle into the salt water and it rapresents the tear of the jews.

Penobscott Indians.

b.

How they Dress, they have things for hot days like the hide of moose and deer and things for cold days like bear furs and mocasins. How they Dance around the fire at night.

c.

The way they dress is a way to say they are a part of that tribe. They put special symbols on their clothes to show they are a part of that tribe too.

15a.

I would do a display on the
penobscot people because I think
there are interesting

3

b.

Two things that I would
include are what kind of food they
eat and what they made their houses out of.

c.

I want to explain that
they eat things like rabbit, deer,
beaver, fish, moose, bear and muskrat

I would do a display about native americans.

b.

How they used there tools to get food. I would also include how they build there boats and tepes.

c.

It shows how to build there boats with there toots so they could go fishing.

The group of people
~~and~~ will make ~~my~~ my
display about would
be indians.

b.

Two things about
my group's culture that
I will include in my display
~~is~~ is dress and food.

c.

One of the things from
part b would be dress.
It shows that they kill
things for their clothes.

A groupe I would
pick is the Penobscot
Native Americans.

b.

I would included art
and music in my part
of the fair.

c.

It shows that the
Indians used what they
had around them to
make their art.

15a.

1

Canada peoples
culture.

b.

or they eat and
drink.

c.

When you eat it
gives energy so
your body will
work.

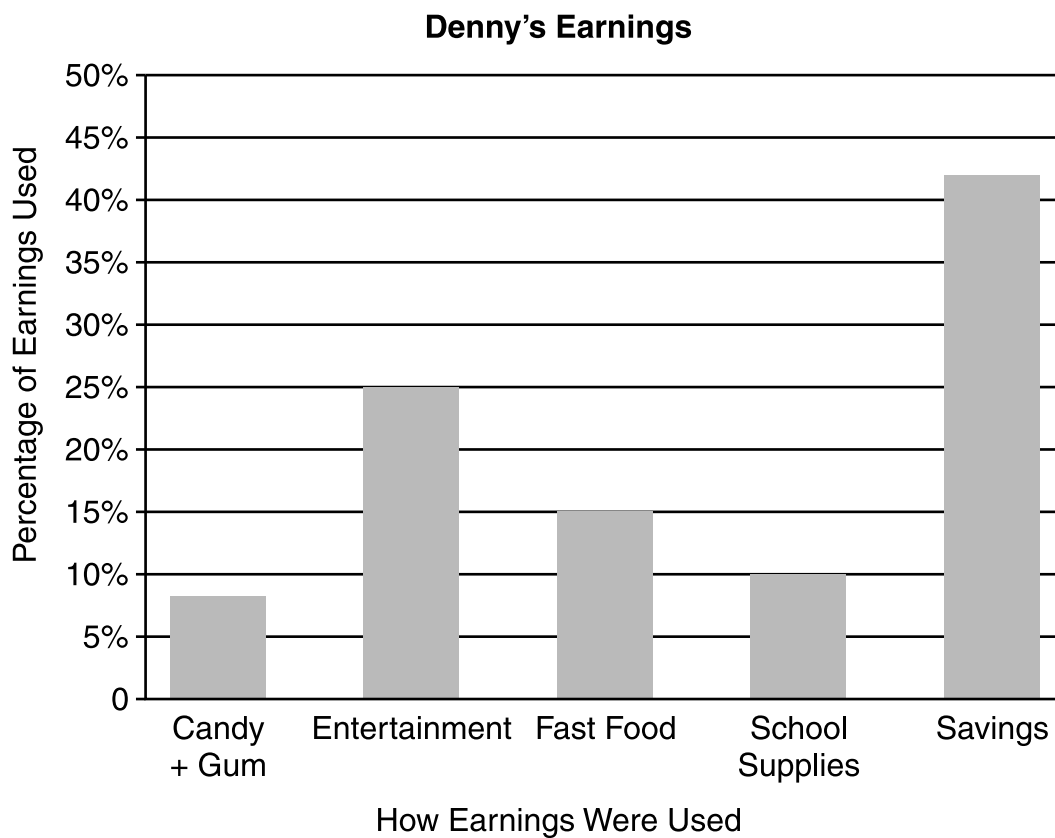
15a.

1

Indianas

b.

c.



16. The graph shows how Denny used the money he earned. According to the graph, which statement is TRUE?
- A. Denny spent more money on fast food than on entertainment.
 - B. Denny saved more than half of his money.
 - C. Denny did not save any money.
 - D. Denny spent more money for entertainment than for school supplies.

MC#: 16

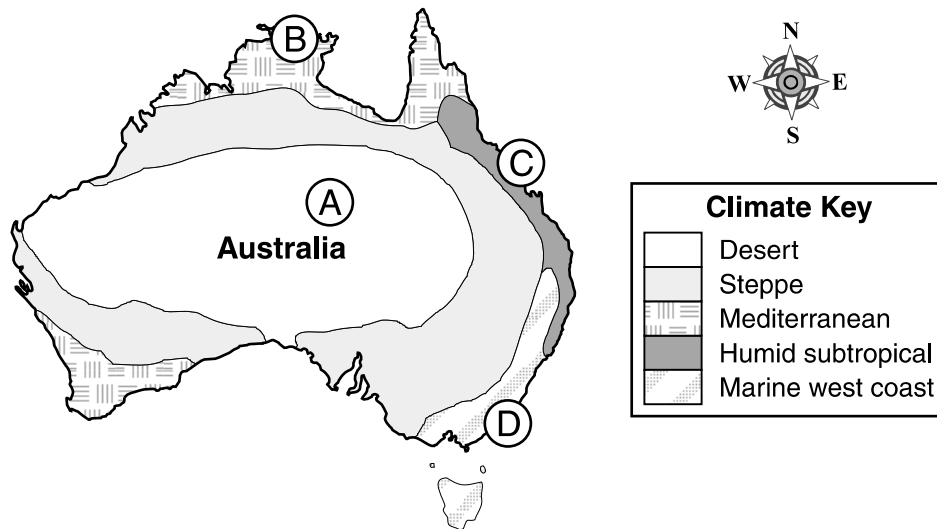
Key: D

Learning Results: Economics A-1

Personal and Consumer Economics

- A Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to
- 1 describe barter and money and how each is used in the exchange of resources, goods, and services.

Climate of Australia



17. Climate often affects where people choose to live. Which area of Australia is most likely to have the LOWEST population?
- A. area A
 - B. area B
 - C. area C
 - D. area D

MC#: 17

Key: A

Learning Results: Geography B-1

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment. Students will be able to
- 1 demonstrate an understanding of why certain areas of the world are more densely populated than others.

18. Which government leader and level of government go together?
- A. president—state government
 - B. mayor—local government
 - C. governor—national government
 - D. ambassador—county government

MC#: 18

Key: B

Learning Results: Civics and Government B-2

Purpose and Types of Government

- B Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to
- 2 describe the basic structure of local and state governments.

19. Maps that show landforms and/or natural features of Earth are called
- A. political maps.
 - B. physical maps.
 - C. historical maps.
 - D. transportation maps.

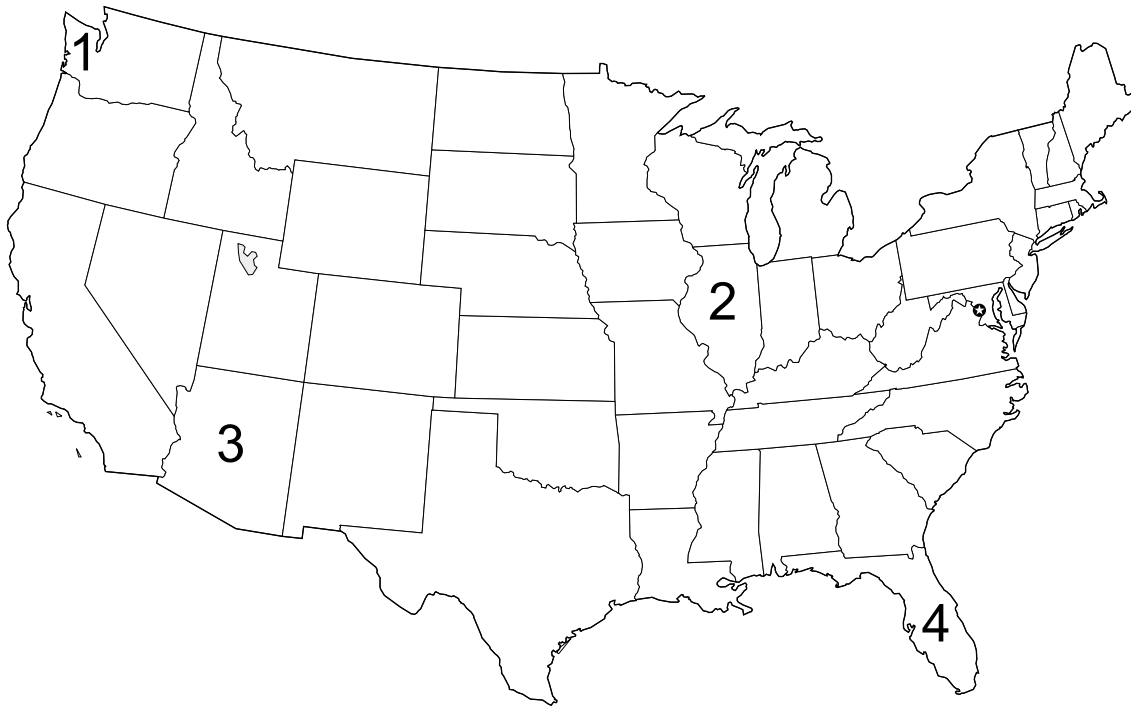
MC#: 19

Key: B

Learning Results: Geography A-1

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
- 1 construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.



20. Which area is a desert region?

- A. area 1
- B. area 2
- C. area 3
- D. area 4

MC#: 20

Key: C

Learning Results: Geography B-3

Human Interaction with Environments

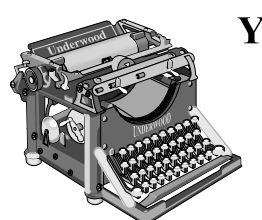
- B Students will understand and analyze the relationships among people and their physical environment. Students will be able to
- 3 use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.



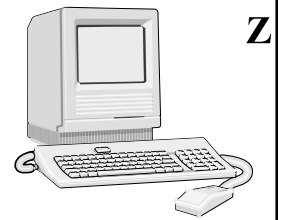
TELEPHONE



PONY EXPRESS



TYPEWRITER



COMPUTER

21. These pictures show different ways people have communicated. Arrange the pictures from the earliest to most recent.

- A. W, X, Z, Y
- B. Y, X, W, Z
- C. Z, Y, X, W
- D. X, Y, W, Z

MC#: 21

Key: D

Learning Results: History C-1

Historical Inquiry, Analysis, and Interpretation

- C Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events. Students will be able to
- 1 identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific historic era.

22. Which of these is a MAIN job of the national government?
- A. fixing streetlights
 - B. buying fire trucks and police cars
 - C. collecting garbage
 - D. running an army and a navy

MC#: 22

Key: D

Learning Results: Civics and Government A-3

Rights, Responsibilities, and Participation

- A Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to
- 3 identify the functions of government at school, locally, and at the state level.

23. Which of the following includes a list of rights protecting the people of the United States?

- A. the United States Constitution
- B. the National Anthem
- C. the Gettysburg Address
- D. the Pledge of Allegiance

MC#: 23

Key: A

Learning Results: Civics and Government C-1

Fundamental Principles of Government and Constitutions

C Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to

1 explain how the Constitution protects individual rights (e.g., Bill of Rights).

24. A man who owns a corner store buys corn directly from a farm and sells the corn for more money than he paid. The store owner is making a
- A. payment.
 - B. profit.
 - C. debt.
 - D. trade.

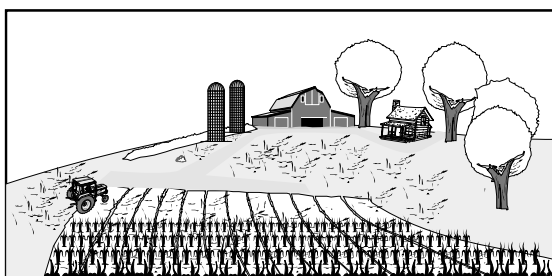
MC#: 24

Key: B

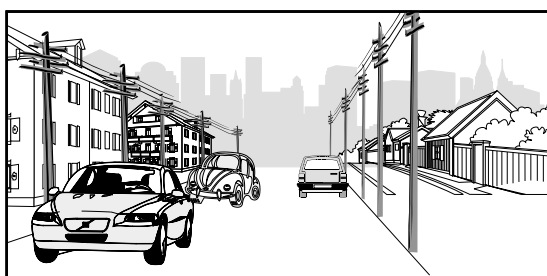
Learning Results: Economics B-1

Economic Systems of the United States

- B Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to
- 1 identify the three basic economic questions all economic systems must answer: What to produce? how? and for whom?



Picture A



Picture B

25. a. Which picture, "Picture A" or "Picture B," shows the area with the LEAST number of people living in the region?
- b. Explain one reason why there are fewer people living there.

SA#: 25

Learning Results: Geography B-3

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment. Students will be able to
- 3 use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.

SHORT-ANSWER SCORING GUIDE

Score	Description
2	Student correctly answers part a and part b.
1	Student correctly answers only part a.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Short-Answer #25

Part a: Picture A

Part b (either of the following are correct):

The land in Picture A is used for farming, not for houses.

There is only one house in Picture A.

25a.

Picture A

2

b.

There are fewer
people because it's farmland

25a.

Picture A

2

b.

There is less houses
so there's less people.

25a.

Picture A

1

b.

There are no
telephone wires and
no electricity.

25a.

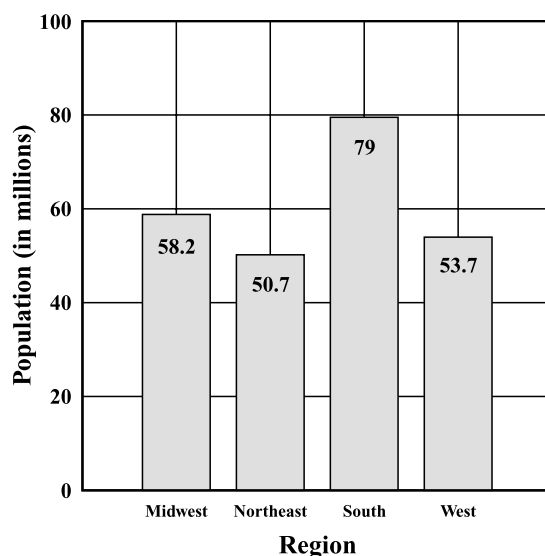
Picture A

1

b.

Because it stinks
and it's loud.

**U.S. Population By Region
1990**



Source: 1990 U.S. Census

26. a. Which region had the highest population?
- b. How was the population in the Midwest different from the population in the Northeast in 1990?

SA#: 26

Learning Results: Geography A-1

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
- 1 construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.

SHORT-ANSWER SCORING GUIDE

Score	Description
2	Student correctly answers part a and part b.
1	Student correctly answers only part a or part b.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Short-Answer #26

Part a: South

Part b (any of the following are correct):

The population in the Midwest was greater than that in the Northeast.

The population in the Northeast was lower than that in the Midwest.

The population in the Midwest was 7.5 million higher.

The population in the Northeast was 7.5 million lower.

26a.	South has the highest population.	2
b.	The midwest was different because the north east had a lower population.	

26a.	In the south.	2
b.	It was different because 7.5 million more people lived in the midwest	

26a.	South	1
b.		

26a.	South	1
b.	well the people must like it better in the midwest	

27. Describe TWO ways that your local government keeps your community safe.

SA#: 27

Learning Results: Civics and Government B-1

Purpose and Types of Government

- B Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to
- 1 describe why we need governments (e.g., law and order, defense, roads, schools).

SHORT-ANSWER SCORING GUIDE

Score	Description
2	Student correctly lists two ways that local governments keep your community safe.
1	Student correctly lists one way that local governments keep your community safe.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Short-Answer #27

police protection
fire protection
good roads
use of lights
use of traffic signs
inspect different businesses

27.

Local goverment keeps
are community safe
by police officers
or fire fighters.

2

27.

1. They try to keep the water
clean. 2. They try to keep the
roads clear so there is not
a crash

2

27.

they fix the
road and they
build houses.

1

27.

① The local government
runs the police
② The local govermnt runs the army

1

28. Leaders in your community have a hard decision to make. A company wants to build a new shopping center where there is a park.
- Write whether you are for or against building the shopping center in that place.
 - Give **TWO** reasons why you are for or against building the shopping center in that place.

CR#: 28

Learning Results: Civics and Government A-3

Rights, Responsibilities, and Participation

- A Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to
- 3 identify the functions of government at school, locally, and at the state level.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response states whether you are for or against the building of the shopping center and gives two distinct reasons why you are for or against the building of the shopping center. The response is thorough and the reasons valid.
3	Response states whether you are for or against the building of the shopping center and gives two distinct reasons why you are for or against the building of the shopping center. Response is general and may contain minor inaccuracies.
2	Response explains at least one reason why you are for building the shopping center OR at least one reason why you are against building the shopping center. The response is limited and may contain inaccuracies. OR Response states whether you are for or against the building of the shopping center and gives one distinct reason why you are for or against the building of the shopping center. The response is thorough and the reasons valid.
1	Response states at least one reason why you are for or against the building of the shopping center. Response is minimal or contains significant inaccuracies.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #28

Support the building of the shopping center (partial listing):

- Provide a place for consumers to buy items
- Bring business to the area
- Provide jobs
- Encourage other businesses to move into the area
- Encourage other people to move into the area
- Locate park somewhere else

Against the building of the shopping center (partial listing):

- Destruction of the park
- Competition with existing businesses
- Traffic problems
- Don't need more business
- Don't need more people
- Construction delay

28a.

4

I would be against building the shopping center in the middle of the park.

b.

I am against it because.

1. It is a great place for squirrels, and birds to make their home.
2. A lot of kids and adults like to go to parks. They are a quiet restful place. Grownups like to relax there, and children like to play and ride bikes, or roller blade.

28a.

4

I am against building a shopping mart were there was a park.

b.

The first reason why I'm against building a shopping mart were there is a park is because there aren't many parks around places and there's so beautiful that why would anyone want to ruin it. Reason two is that little kid wouldn't have a really good place to play or grown ups to have a really good place to go for walks I mean parks are useful when it comes to like wanting to have a place to play or a place to talk or walk.

28a.

3

I'm against that because we've already got a lot of shopping centers but we don't have a lot of parks.

b.

1. Because we've already got a lot of shopping centers but we don't have a lot of parks.

2. Because parks are beautiful and shopping centers all they have there are clothes, toys and so on so that why I'm going against it.

I am against building that shopping center in the park.

b.

I don't think it should be built because the park is a recreation for wildlife such as birds, squirrels, dogs, and other animals, and it's a recreation for children to play and their parents and grandparents to relax.

28a.

2

I am for beause
we do not
have very many shopping
places.

b.

I am for beause
we need more
places to shop
beause we have
to travel to
get to a shopping
center we only
have a Wal Mart.
We don't have
any places to shop.
We could use
some shopping places.

I am against building the shopping center in that place.

b.

Children and Parents probably like to play and go for picnics in that park. People might even go for a bike ride in the park.

28a.

1

yes because I just love
shopping I love any stone with
clothes and stuff for my room.

b.

Because I love shopping.
I go every weekend.

28a.

1

I am against.

b.

I am against
because like the parker
and I have fun at
the parker.

**Dry spell continues in Maine,
most of blueberry crop destroyed**

29. a. Describe what would probably happen to the price of blueberries at a grocery store in Maine.
- b. Explain why this would happen.

CR#: 29

Learning Results: Economics B-2

Economic Systems of the United States

- B Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to
- 2 explain how the economy of Maine affects families and communities.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response describes what will most likely happen to the price of blueberries at a grocery store and explains why it will likely happen. The response is accurate and thorough. The connection between the events is evident.
3	Response describes what will most likely happen to the price of blueberries at a grocery store and explains why it will likely happen. The response is accurate, but general. The connection between the events is evident. The response may contain minor inaccuracies.
2	Response describes what will most likely happen to the price of blueberries at a grocery store and explains why it will likely happen. The response is accurate, but limited. The connection between the events is weak. The response may contain minor inaccuracies.
1	Response describes what will most likely happen to the price of blueberries at a grocery store or response explains why it will likely happen. The response is minimal and may contain major inaccuracies.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #29

The price of blueberries will probably go up. The dry spell will affect the number of blueberries that are available. If the demand for blueberries remains high and the supply is low, the price will go up. The reason for this change in price is that the producer of blueberries will not have as many blueberries to sell. There will still be expenses, so the only way to meet those expenses is to raise the price.

Factors that could influence this scenario include receiving a supply of blueberries from another location. This could actually have a reverse effect where the demand and the supply are both high, so the price will probably stay the same or go down. Another factor that could influence the price is a change in the demand for blueberries. If people no longer wanted them, the price would probably go down.

29a.

4

The price would probably go up for the blueberries at the grocery store in Maine.

b.

This would happen because the blueberry crop is destroyed and there would be less blueberries people would want to get blueberries so much that the price will go up and the people will get them and the store will get more money.

The price of the blueberries might go up up in stores where they sell the blueberries.

b. There are blueberries being destroyed, and people want to make more money. They will raise the price of the blueberries because people want to have lots of blueberries before they are all gone. That means people will pay a lot of money to get blueberries and that is why they will raise the price.

The price of blueberries would go up a lot because there would not be a lot of blueberries to sell.

b.

This would happen because there are not a lot of blueberries to sell because there is barely any water.

If most of the blueberries were destroyed. The price of blueberries at the grocery store would go up.

b.

The price of blueberries would go up because most of the blueberries would be gone so they want to make they're blueberrie profit stay the same.

Then the prices would go higher.

b.

It would happen because there would be fewer blue berries.

the price on blueberries
would go up.

b.

It would happen because
there would not be very many
blue berries left.

29a.

1

They would raise the price.

b.

because stores are like that,

29a.

1

The price would go
up in Shop n Save
or other stores.

b.

because theres a lot
of blueberries.

41. Your class is making a book about Maine history. You have been asked to write a short report about one of these important periods in Maine's history.

- the first British settlements in the early 1600s
 - the colonies winning independence from England in 1783
 - Maine becoming a state
 - the growth of shipbuilding in the late 1700s and early 1800s
 - the beginning of the textile mills in the early 1800s
- a. Tell which period you are writing about.
 - b. Give a description of what happened during this period.
 - c. Explain why this period was important to Maine's history and growth.

CR#: 41

Learning Results: History B-2

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 2 demonstrate an awareness of major events and people in United States and Maine history:
- Who lives here? and how did they get here? (immigrants, demographics, ethnic and religious groups)
 - Important people in United States and Maine history.
 - Different kinds of communities in Maine, the United States, and selected world regions.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	The student describes a period in Maine history and explains why it was important to the state's history and growth. The explanation is specific and accurate. The explanation of the result demonstrates a clear understanding of the period's significance.
3	The student describes a period in Maine history and offers a general explanation of its significance. The explanation may contain minor inaccuracies. The explanation of the result demonstrates a general understanding of the period's significance.
2	The student describes a period in Maine history and offers a limited explanation of its significance. The response may contain major inaccuracies. The explanation of the result shows only limited understanding of the period's significance. OR The student describes a period in Maine history. The description is general and the explanation of the result is minimal, incorrect, or missing.
1	The student describes a period in Maine history. The description is minimal and the explanation of the result is minimal, incorrect, or missing.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #41

European settlement

Maine part of Massachusetts

Maine during the American Revolution

Maine becomes a state/the Missouri Compromise

Aroostook War

development of the shipping industry

41a.

4

I am going to write about Maine becoming a state.

b.

What happened was that, Maine was once part of Massachusetts. In this time of period Mass. claimed Maine to be their own land. Finally Maine seperated from Mass. and became their own state.

c.

It was important because ME. didn't want to live under all the laws of Mass. they wanted to seperate and make their own laws.

41a.

4

The event I'm choosing to write about is the colonies winning independence from Great Britain in 1783.

b. During this time the United States (which was then a part of Great Britain, or England) was fighting a war so it could become a free country. This war was called the Revolutionary War. They ended up winning after many bloody battles.

c.

If this wouldn't have happened the United States wouldn't have gained freedom. Since Maine is a part of the United States, this was a very important event in its history.

41a.

3

A important thing that happend was when Maine became a state.

Massachusets owned Maine and it was to far away to get a message or tell them something.

b.

During this time Boston was the capital of Maine and Massachusets but Boston was to far away to get a request back. We were also fighting during this time.

c.

This period was very important because it mode a difference in our life if this did not happen we would be owned by Massachusets and would be told what to do.

I am writing about how Maine became a state because I never heard a real story of our state Maine.

b.

We were a part of Massachusetts but then we became a state in 1820 we were the 23rd state and Massachusetts just went of to their own state.

c.

It was important because Maine was apart of Massachusetts and then we became our own state,

When the colonies won
independence from England
in 1783.

b.

During this period many
things happened. Some people
from Boston threw tea
off of a boat in to the
sea.

c.

It was important because
it was the beginning of
the 50 states.

41a.

Period 3 Maine becoming a State

2

b.

The ^{were} separating states free states and slave states Maine wanted to be a free state but they said "no, you have to be a slave state." Missouri ^{said they be a slave state.} So Maine became a free state.

c.

Period March 15, 1820

41a.

1

I'm studying the period in 1783.

b.

What happened in this period was that the British fought the Americans and the American won.

c.

This was important because it is what made America get its freedom from the British.

41a.

1

I am writing about the time
Maine became a state. Here
we go.

b.

People were reproducing
alot. The number of people
was high. Then the people
of Mass. let us go.

c.

This period was impornt so
we could become a large
and nice place.